

# Assessing ELA/Literacy: Test Construction Tool

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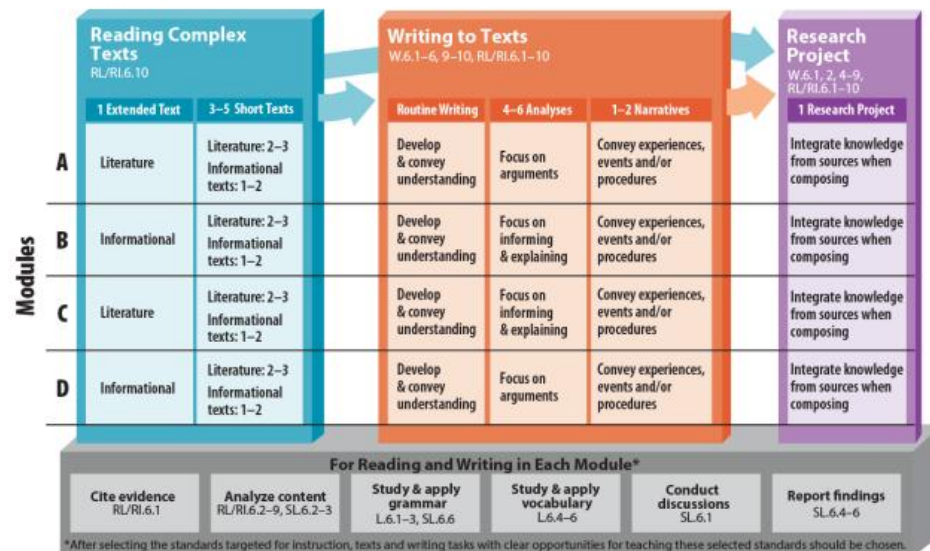
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# PARCC Model Content Frameworks

## ELA Model Content Framework Chart for Grade 6

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



## Key Terms and Concepts for Grade 6 ELA Model Content Framework Chart

### Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

*Three to five short texts:* Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses

# Evidence-Centered Design (ECD)



## Claims

Design begins with the inferences (**claims**) we want to make about students

## Evidence

In order to support **claims**, we must gather **evidence**

## Task Models

**Tasks** are designed to elicit specific **evidence** from students in support of **claims**

ECD is a deliberate and systematic approach to assessment development that will help to **establish the validity** of the assessments, **increase the comparability** of year-to-year results, and **increase efficiencies/reduce costs**.

# PARCC Claims for ELA/Literacy



## ELA/Literacy for Grades 3–11

### “On Track” Master Claim/Reporting Category:

Students are “on track” to college and career readiness in ELA/Literacy.

#### Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

#### Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocabulary  
Interpretation and Use  
(RI/RI.X.4 and L.X.4-6)

Students use context to determine the meaning of words and phrases.

SC: Reading Literature  
(RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading  
Informational Text  
(RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

SC: Written Expression  
(W.X.1-10)

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of  
Language  
(L.X.1-3)

Students demonstrate knowledge of conventions and other important elements of language.

SC: Research

(data taken from Research Simulation Task)

Students build and present knowledge through integration, comparison, and synthesis of ideas

# What are ELA Evidence Tables?



- The tables contain the Reading, Writing and Vocabulary claims and the evidences to be measured on the PARCC Summative Assessment.
- Evidences are attached to the Reading, Writing and Vocabulary claims presented by PARCC.
- Evidences describe what students might say or do to demonstrate mastery of the standards.
- An item on the PARCC ELA/Literacy Summative Assessment will measure multiple standards and multiple evidences.

# Reading an Evidence Table

**Grade**  
**Claim**

<b>Grade: 3</b>		
<b>Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</b>		
Items designed to measure this claim may address the standards and evidences listed below:		
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:	
<b>RI 1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and answers that show understanding of a text. (1)</li> <li>Provides explicit references to the text as the basis for the answers. (2)</li> </ul>	
<b>RI 2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides a recounting of key details in a text. (2)</li> <li>Provides an explanation of how key details in a text support the main idea. (3)</li> </ul>	
<b>RI 3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>Provides a description of the relationship between <b>a series of historical events</b>, using language that pertains to time, sequence and/or cause/effect. (1)</li> <li>Provides a description of the relationship <b>between scientific ideas or concepts</b>, using language that pertains to time, sequence and/or cause/effect. (2)</li> <li>Provides a description of the relationship <b>between steps in technical procedures in a text</b>, using language that pertains to time, sequence and/or cause/effect. (3)</li> </ul>	
<b>RI 5:</b> Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> <li>Demonstrates use of <b>text features</b> to locate relevant information (e.g., key words, sidebars). (1)</li> <li>Demonstrates use of <b>search tools</b> to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)</li> </ul>	
<b>RI 7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text	<ul style="list-style-type: none"> <li>Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of, e.g., where, when, why, and how key events occur. (1)</li> </ul>	

**Standards:**

**RL** – Reading  
Literary

**RI** – Reading  
Information

**Evidence Statements**



# Reading an Evidence Table:

## Grades 6 -11



Standards:

Also include:

Grades 6 – 11

Literacy Standards:

**Reading  
History/Social  
Studies &**

**Reading  
Science/  
Technical**

**RH – Reading  
History/Social Studies**

**RST – Reading  
Science/Technical**

Grade: 8	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p><b>RI 1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>For RI 1, provides textual evidence that most strongly supports analysis of what <b>the text says explicitly</b>. (1)</li> <li>For RI 1, provides textual evidence that most strongly supports analysis of <b>inferences drawn from the text</b>. (2)</li> <li>For RST and RH, provides textual evidence to support an analysis of science and/or technical texts or to support analysis of primary and/or secondary sources. (3)</li> </ul>
<p><b>RI 2:</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or</p>	<ul style="list-style-type: none"> <li>Provides a statement of a central idea of a text. (1)</li> <li>Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas. (2)</li> <li>Provides an objective summary of a text. (3)</li> </ul>

# Reading a Vocabulary Evidence Table



## Standards:

RL – Reading  
Literary

RI – Reading  
Information

## Standards:

L – Language

Grade: 3	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1)</li> </ul>
<b>RI 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)</li> </ul>
<b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)</li> </ul>
<b>L 5:</b> Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> </ol>	<ul style="list-style-type: none"> <li>• Provides distinctions between the literal and nonliteral meanings of words and phrases. (1)</li> <li>• Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>). (3)</li> </ul>



# Reading a Writing Evidence Table

## Standards: W – Writing

Grade: 3	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, <u>supporting a point of view with reasons</u>.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u>.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and shows effective development of the topic and/or narrative elements<sup>3</sup> by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response consistently demonstrates purposeful and controlled organization<sup>2</sup> and includes an introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of <u>standard</u> English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly</u>.</p> <ol style="list-style-type: none"> <li>Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension</u>.</li> <li><u>Develop the topic with</u> facts, definitions, and <u>details</u>.</li> <li><u>Use linking words and phrases</u> (e.g., <i>also, another, and, more, but</i>) <u>to connect ideas within categories of information</u>.</li> <li>Provide a concluding statement or section.</li> </ol>	
<p>Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</u>.</p> <ol style="list-style-type: none"> <li><u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds</u></li> </ol>	

# Evidence Statements in ACTION



- Review the Reading Literature and Vocabulary Evidence Statements for Grades 9-10
- Read “Snow Day”
  - Consider the following question:
    - ✦ What Evidence Statements could be met using this poem?
- Read “Ozymandias”
  - Consider the following question:
    - ✦ What Evidence Statements could be met using this poem?
- What conclusions can be drawn about text selection, based upon this exercise?

Which lines from Selection 2 portray  
the theme of the poem?

- A. “Drowned,’ but it was wrong: Icarus/Had swum away,  
coming at last to the city”
- B. “They would have answered with a shocked,/
- uncomprehending stare.”
- C. “Can the genius of the hero fall/To the middling stature  
of the merely talented?”
- D. “Constructs small wings and tries to fly/To the lighting  
fixture on the ceiling.”



## Grade 7

### Constructed Response Item

How does the author of Selection 1 describe Booker Washington's speech at the Cotton States Exposition, and which details from Selection 2 would lend support for those descriptions? Cite textual evidence from both selections in your answer.

# Resources



- **PARCC**
  - Prototypes/Rubrics: [www.parcconline.org/samples/item-task-prototypes](http://www.parcconline.org/samples/item-task-prototypes)
  - Evidence Statements:
    - ✦ Reading: [www.parcconline.org/sites/parcc/files/Combined%20Evidence%20Tables%204%2004%202013\\_o.pdf](http://www.parcconline.org/sites/parcc/files/Combined%20Evidence%20Tables%204%2004%202013_o.pdf)
    - ✦ Writing: [www.parcconline.org/sites/parcc/files/Combined%20Writing%20Evidence%20Tables.pdf](http://www.parcconline.org/sites/parcc/files/Combined%20Writing%20Evidence%20Tables.pdf)
  - Content Model Frameworks: <http://www.parcconline.org/mcf/ela/parcc-model-content-frameworks-browser>
- **Rhode Island Interim Assessment (RIIA) & Test Construction Tool**
  - Scoring Rubric: <http://www.ride.ri.gov/InstructionAssessment/Assessment/InterimAssessment.aspx>
  - Training Materials: <http://www.ride.ri.gov/InstructionAssessment/Assessment/InterimAssessment.aspx>
- **CCSS ELA/Literacy Professional Development Modules**
  - **Text Complexity:** <http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx>